



# ENTRY YEARS

**UTAH'S  
SUPPORT AND  
ENHANCEMENT  
PROGRAM FOR  
LEVEL 1 TEACHERS**

**August 2006**

# ENHANCING CEMENT

# EYE

## WHAT IS ENTRY YEARS ENHANCEMENT?

**Entry Years Enhancement (EYE) is a structured support and enhancement program for Level 1 teachers. EYE provides the novice teacher with school, district, and state support for a three-year period. The goal of EYE is to encourage Level 1 teachers to develop effective teaching skills and strategies as described in the Utah Professional Teacher Standards (UPTS), with assistance from experienced colleagues.**

# WHAT ARE THE UTAH PROFESSIONAL TEACHER STANDARDS (UPTS)?

The UPTS define high quality teaching as the core of a successful education for all students. The standards promote student learning and enhance professional practice.

## Standard 1

**Creating and maintaining a positive classroom environment that promotes student learning.**

- A. Create a physical environment that supports a culture for learning and engages all students.
- B. Implement classroom procedures to enhance student learning.
- C. Manage student behavior.
- D. Establish a civic classroom based on caring, responsibility, and respect for diversity.
- E. Use instructional time effectively to enhance student learning.

## Standard 2

**Planning curriculum and designing instruction to enhance student learning**

- A. Demonstrate knowledge of content.
- B. Demonstrate knowledge of age-appropriate pedagogy.
- C. Design and articulate instruction aligned with Utah Core Curriculum standards.
- D. Select instructional goals based on student achievement data and knowledge of students.

- E. Connect curricula to student development and cultural background.
- F. Use appropriate resources to facilitate individual student learning.
- G. Integrate curricula across multiple content areas.

## Standard 3

**Engaging and supporting all students in learning.**

- A. Communicate instruction clearly and accurately.
- B. Use research-based instructional strategies to enhance student learning of content.
- C. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.
- D. Reflect on teaching and learning.
- E. Differentiate instruction to meet individual student learning needs.
- F. Incorporate understanding of the diversity of the school community into student learning.
- G. Integrate the Utah Life Skills document into student learning.
- H. Engage families as partners in learning.

## Standard 4

**Assessing and evaluating student learning.**

- A. Assess learning goals based on Utah Core Curriculum standards.
- B. Use multiple sources of formal and informal assessment to verify student learning.
- C. Maintain accurate records of student progress.
- D. Use student achievement data to inform instruction.

- E. Communicate feedback on learning progress to students and parents/guardians.

## Standard 5

### **Demonstrating professionalism to support student learning.**

- A. Understand and act consistently with education laws.
- B. Demonstrate moral and ethical conduct as educators and role models for young people.
- C. Maintain professional demeanor and appearance.
- D. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.
- E. Contribute to the educational community and demonstrate professional leadership.
- F. Act as an advocate for students, consistent with professional standards and with respect for parents and families.

Utah Professional Teacher Standards are based on INTASC standards and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. For more information on UPTS, see [www.schools.utah.gov/cert/other/EYE.htm](http://www.schools.utah.gov/cert/other/EYE.htm).

## WHO IS REQUIRED TO COMPLETE EYE?

### **Administrative Rule R277–522–3. Required Entry Years Enhancements for Level 1 Teacher to Advance to a Level 2 License**

All teachers with a Level 1 License (with fewer than three years of successful experience as a licensed teacher in a Utah public school or accredited private school) whose employment or reemployment in the Utah public schools began after January 1, 2003, are required to complete EYE to qualify for a Level 2 License.

Alternative Routes to Licensure (ARL) participants do not begin EYE requirements until after they have earned a Level 1 License. To qualify for a Level 2 License, they must complete all EYE requirements and teach with a Level 1 License for a minimum of three years.

## WHAT IS REQUIRED?

All Level 1 teachers must complete the following requirements during a three-year period:

- Work with a trained mentor for three years.
- Complete a portfolio review.
- Successfully satisfy district/school evaluations for three years in a Utah public or accredited private school.
- Achieve a score of 160 or higher on the Praxis II – *Principles of Learning and Teaching* test (#0521, #0522, #0523, or #0524) in their area of educational preparation and assignment.

Upon the Level 1 teacher's successful completion of EYE requirements, the district will recommend the teacher to the State Board of Education for a Level 2 Utah Professional Educator License.

### No Child Left Behind Highly Qualified Teacher (NCLB HQT)

NCLB HQT is required for elementary and secondary teachers in the core subject areas of mathematics, science, fine arts, geography, government and civics, economics, and English/language arts (reading and writing). Teachers who meet the requirements of EYE and qualify for a Level 2 License will generally meet the NCLB HQT requirements. For more information, see page 11.

### Out-of-State Applicants

Educators applying for a Utah Educator License who have a license from another state and fulfill Utah's requirements will be granted an initial Level 1 License. A teacher with a minimum of three years' experience, after a year of service in Utah, may be recommended for a Level 2 License by his/her employing district. For complete information on out-of-state licensure, see [www.schools.utah.gov/cert/OOS/Oosappl.htm](http://www.schools.utah.gov/cert/OOS/Oosappl.htm).

## WHAT IS A PORTFOLIO?

**A teaching portfolio is a collection of the beginning teacher's teaching materials and activities and is submitted during a Level 1 teacher's second year of teaching.**

**The portfolio provides excellent introspection opportunities for the beginning teacher as well as mentoring activities for the mentor. It is suggested that the portfolio be linked to the teacher evaluation.**

### Portfolios should:

- Be based upon the Utah Professional Teacher, INTASC, or district standards.
- Include teaching artifacts.
- Include notations explaining the artifacts.
- Include a section of reflection on teaching.
- Be a vehicle for collaboration with the mentor.
- Provide evidence of professional growth.
- Provide evidence of content knowledge and pedagogy.

## WHAT ARE DISTRICT EVALUATIONS?

**Utah school districts are required to observe Level 1 teachers and evaluate their teaching skills at least twice during each school year for three years. Evaluation plans are developed by each school district.**

**It is recommended that district evaluations be linked to the Utah Professional Teacher or district standards.**



## WHAT IS THE PRAXIS II TEST?

**Praxis II—*Principles of Learning and Teaching* (PLT)** is designed to assess a beginning teacher's pedagogical knowledge. It assesses a teacher's understanding of such areas as human growth and development, classroom management, instructional design and delivery techniques, and evaluation and assessment.

The test can be taken anytime within the three years after graduation. Level 1 teachers register for the test through the Educational Testing Service at [www.ets.org](http://www.ets.org).

*The Praxis Series Registration Bulletin* is free online. The test is given on specified dates; the registration fee is \$40 and the cost of the test is approximately \$85. Teachers select the *Principles of Learning and Teaching* test in their area of education preparation and assignment.

#0521 Early Childhood

#0522 Grades K–6

#0523 Grades 5–9

#0524 Grades 7–12

ETS will forward scores to the Utah State Office of Education. Level 1 teachers who do not achieve a passing score of 160 may retake the test, but only once a year, and they must pass the test in the first three years of teaching.

## EDUCATOR ROLES FOR ENTRY YEARS ENHANCEMENT

	Candidate	Higher Education	School/Mentor	District	USOE	UEA
1. MENTOR	Work together to understand UPTS	Assists in training	Assigns mentor	Trains mentor	Assists in training	Supports and models/assists in training
2. PORTFOLIO	Submits working portfolio at end of year two	Begins during preservice	Uses it as a vehicle for mentoring	Determines use and form	Monitors quality	Provides support and models
3. PRAXIS II	Registers with ETS Pays fees Takes exam	Begins preparation during preservice	Helps candidate prepare	Provides information/training	Records test scores on CACTUS	Provides training
4. EVALUATION	Performs to district standards	Requires tests	Mentor observes Administrator evaluates	Evaluates teacher twice a year	Sets standards for evaluation (UPTS)	Provides expertise

## WHAT ARE THE REQUIREMENTS TO BE

# NCLB HIGHLY QUALIFIED

## IN TEACHING ASSIGNMENTS?

### REGULAR EDUCATION

- **Elementary education and early childhood education teachers**, to become No Child Left Behind Highly Qualified Teachers (NCLB HQT), must pass with a score of 150 or higher the Educational Testing Services (ETS) Praxis II (0012) Elementary Education: Elementary Content **OR** (0014) Elementary School: Content Knowledge. For information on tests and registration, see [www.ets.org](http://www.ets.org).

- **Secondary education teachers** in the core subject classroom assignment(s) of:

economics  
geography  
history  
mathematics  
science

world languages

government and civics

fine arts (music, dance, theater/drama,  
and visual arts)

English/language arts (reading, writing)

are required to meet the No Child Left Behind Highly Qualified Teacher (NCLB HQT) status.

To become an NCLB HQT, a teacher must have a major or major equivalent

**OR**

have an advanced degree in an NCLB subject area of teaching and pass the subject area test

**OR**

have a state endorsement and pass the subject area test by March, 2007.

**Veteran teachers** hired on or before June 30, 2005, may meet the Utah High Objective Uniform State Standard of Evaluation (HOUSSE) requirements to become highly qualified. For information on HOUSSE, see [www.schools.utah.gov/cert/nclb/nclb.htm](http://www.schools.utah.gov/cert/nclb/nclb.htm).

For more information on requirements and tests, see [www.schools.utah.gov/cert](http://www.schools.utah.gov/cert).

### SPECIAL EDUCATION

- Special education teachers assigned to teach NCLB Core classes must meet the Special Education No Child Left Behind Highly Qualified Teacher (NCLB HQT) requirements on or before June 30, 2008.

The recent re-authorization of the Individuals with Disabilities Education Act (IDEA) further defines the requirements to be highly qualified for special education teachers providing primary instruction in NCLB-defined core academic subjects of mathematics, science, fine arts (theater/drama, dance, visual arts, music), world languages, history, geography, government and civics, economics, and English/language arts (reading, writing).

For requirements based on educator licensure and teaching assignments, see Special Education Teachers, Highly Qualified Teacher Requirements, [www.schools.utah.gov/cert/nclb/nclb.htm](http://www.schools.utah.gov/cert/nclb/nclb.htm).

# WHAT DOES THE MENTOR DO?

**The trained mentor, assigned by the school, acts as a resource for the beginning teacher. The following guidelines are based on the Utah Professional Teacher Standards (in parentheses) and Entry Years Enhancement (EYE) for Utah teachers.**

## THE ROLE OF THE MENTOR

1. **Guides beginning teachers to meet school and district procedural demands (5).**
  - Orients the beginning teacher to the informal and formal operations of the school and school system.
  - Orients the beginning teacher to the culture of the community, by supporting and facilitating meaningful parent and community involvement in and with the rest of the school.
  - Provides communication strategies for beginning teachers working with principals, faculty, and parents.
2. **Provides moral and emotional support (5).**
  - Creates a supportive environment for addressing issues facing a beginning teacher.
  - Models enthusiasm about being a positive role model, coach, and mentor for the beginning teacher.
  - Models empathy, caring, adaptability, and enthusiasm about teaching and learning.
  - Demonstrates a positive influence on good morale within the school.
  - Assists the beginning teacher in identifying exemplary teachers in the building and arranging for opportunities for observation.

3. **Assists the Level 1 teacher in creating and maintaining a positive classroom environment (1).**
  - Assists the beginning teacher in creating an appropriate environment and implementing classroom procedures that enhance student learning.
  - Models appropriate techniques for monitoring and correcting student behavior.
  - Assists the beginning teacher with district and school student discipline policies.
  - Provides classroom management and discipline ideas to beginning teachers.
4. **Assists the Level 1 teacher in planning curriculum and designing instruction (2).**
  - Assists the beginning teacher with interpretation of district and state core curricula.
  - Provides ideas for academic planning.
  - Assists the beginning teacher in selecting instructional goals based on student data.
  - Values the opportunities that technology and new methodologies can provide for teaching and student learning.
5. **Assists the Level 1 teacher in engaging and supporting all students (3).**
  - Models the belief that all children can learn.
  - Assists beginning teachers in understanding the learning needs of all students, especially those students at risk, with special needs, and from diverse cultural and linguistic backgrounds.
  - Models appropriate strategies and teaching techniques.
  - Engages the Level 1 teacher in self-assessment and reflection.
6. **Assists the Level 1 teacher in assessing and evaluating student learning (4).**
  - Assists the beginning teacher in assessing learning goals based on Utah Core Curriculum Standards.



- Assists the beginning teacher in translating diagnostic information into a sequence of appropriate instructional objectives.
  - Assists the beginning teacher in recognizing the need of multiple sources of formal and informal assessment.
  - Assists the beginning teacher with strategies for communicating feedback on learning progress to students and parents/guardians.
7. **Assists the Level 1 teacher in demonstrating professionalism (5).**
- Exemplifies being a professional educator through self-reflection and improvement of practice.
  - Assists the beginning teacher in setting high but realistic professional goals.
  - Assists the beginning teacher in understanding district teacher assessment policies, procedures, and rubrics in order to set up self-assessment and reflection of his/her own practice.
  - Assists the beginning teacher in understanding and acting consistently with educational law.
  - Supports the beginning teacher in the initial process of constructing a professional portfolio which demonstrates standard-based practices.
  - Challenges the beginning teacher to pursue professional development opportunities through inservice, professional organizations, and continuing education.

## WHAT CONSTITUTES QUALITY TRAINING FOR MENTORS?

**Public law requires the mentor to be trained. Listed below are suggested content topics to assist mentors in developing the attitudes, knowledge, and skills to assist new teachers.**

### FOUNDATIONS OF MENTORING

- Identifying mentor, new teacher, and administrator roles
- Understanding the Utah Professional Teacher Standards (UPTS) and district standards
- Recognizing phases of new teacher development
- Recognizing differences in people
- Developing a repertoire of mentor tools
- Assisting in the preparation of a reflective professional practice portfolio

### UTAH PROFESSIONAL TEACHER STANDARDS

Refer to pages 2–4.

### STRATEGIC COACHING

#### Planning Conferences

- Preparing for observation
- Focusing on Utah Professional Teacher Standards
- Guiding new teachers to set the agenda
- Paraphrasing, clarifying, mediating, and suggesting

#### Observation/Gathering Data

- Developing a repertoire of tools for gathering data
- Preparing data that will assist the new teacher
- Creating a strategic plan based on data

### Analysis of Student Work

- Setting a strong criteria/rubric for the assignment
- Sorting student work for analysis
- Finding patterns to inform instruction

### Reflecting Conference

- Looking at data from observation or student work
- Preparing with data in mind
- Planning instruction to meet student needs

### Collegial Conference

- Sharing with colleagues
- Giving the new teacher a choice
- Expanding the new teacher's community

## RESOURCES

- *Utah Professional Teacher Standards*, Utah State Office of Education (USOE). For more information, see [www.schools.utah.gov/cert/other/EYE.htm](http://www.schools.utah.gov/cert/other/EYE.htm).
- *Utah State Core Curriculum*, USOE, see [www.schools.utah.gov/curr/core](http://www.schools.utah.gov/curr/core).
- *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*, USOE, see [www.schools.utah.gov/curr/lifeskills](http://www.schools.utah.gov/curr/lifeskills).
- New Teacher Center, University of California at Santa Cruz, [www.newteachercenter.org](http://www.newteachercenter.org)

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